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If technology is the answer, what is the question?

Simon Thomson
Head of E-Learning



LEEDS
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UNIVERSITY

If technology is the answer, what is the question?

Simon Thomson
Head of 'Digital Pedagogy'



LEEDS
BECKETT
UNIVERSITY

Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning.

<http://www.hybridpedagogy.com/digitalpedagogy/>

@digisim



s.thomson@leedsbeckett.ac.uk

@digisim



POWERPOINT - OR NOT ?



POLL 1

[pollev.com/digisim](https://www.pollev.com/digisim)

Journeys



LET THE JOURNEY BEGIN

OUR JOURNEY CONTINUES.



THE DIRECTION EDUCATION STARTS A STUDENT WILL DETERMINE THEIR FUTURE FOR LIFE.

People

Action

Impact

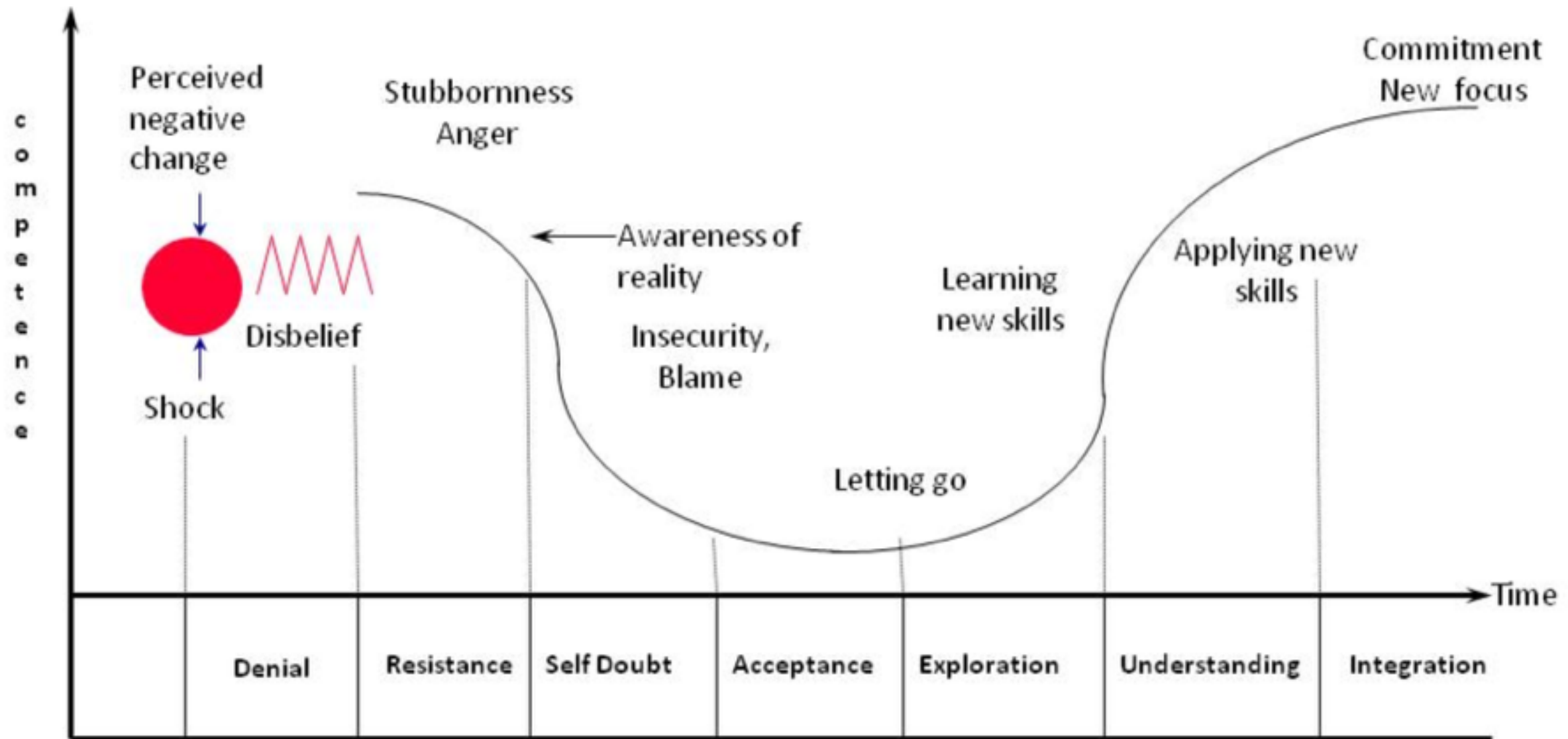
People

“Transformation is more about the human and organisational aspects of teaching and learning than it is about the use of technology”

Laurillard, D. (2007)

KÜBLER-ROSS

Psychological Reactions to Change



Adapted from the work of Elizabeth Kubler-Ross

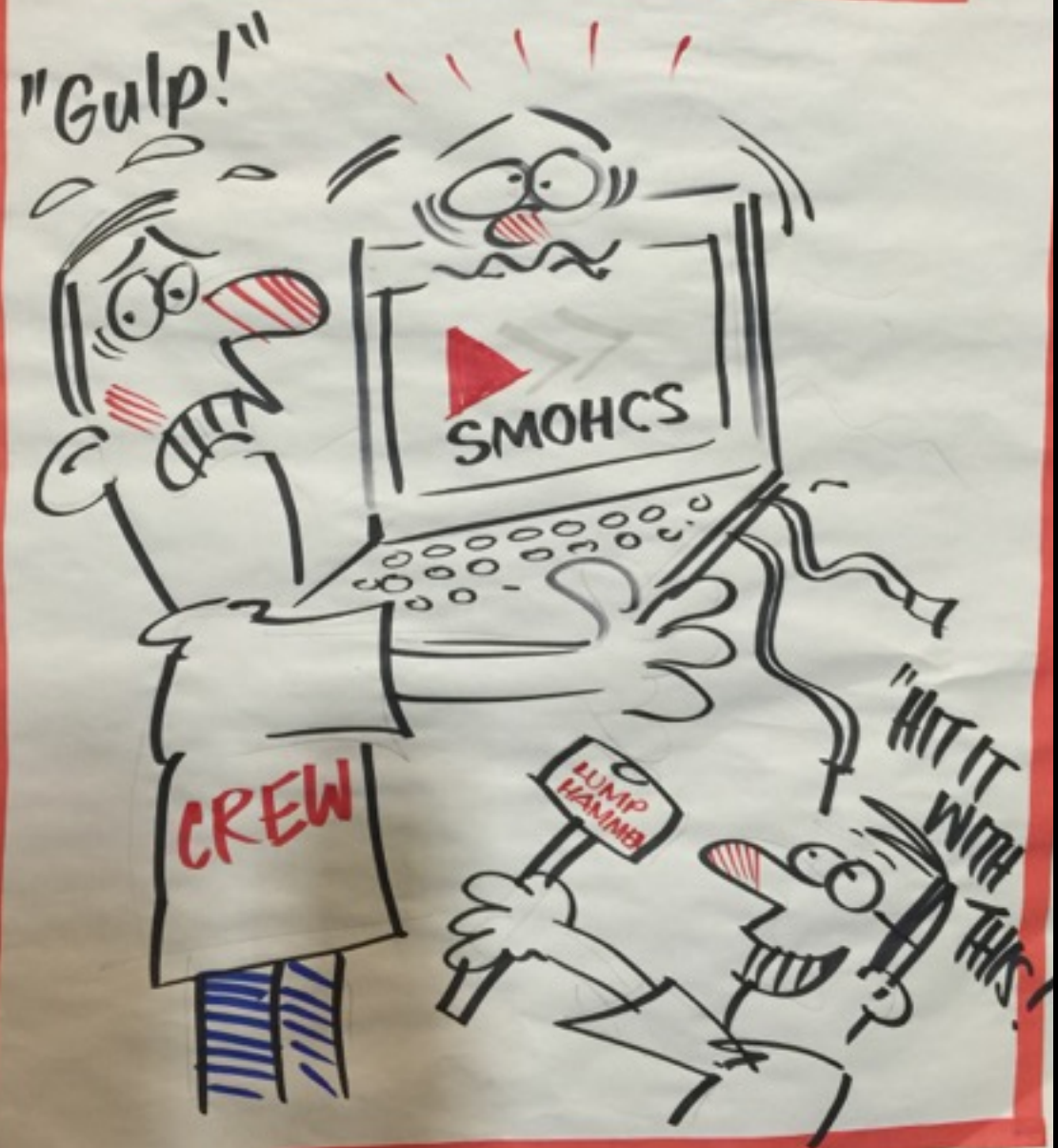
[HTTP://AGILESUTRA.FILES.WORDPRESS.COM/2011/11/PSYCHOLOGICAL-REACTION-TO-CHANGE.JPG](http://agilesutra.files.wordpress.com/2011/11/psychological-reaction-to-change.jpg)

NEGATIVE THINKING



SORT IT TODAY - IT WON'T GO AWAY

A FEW TECHNICAL ISSUES



POLL 2

[pollev.com/digisim](https://www.pollev.com/digisim)

People

Action

Impact

Action

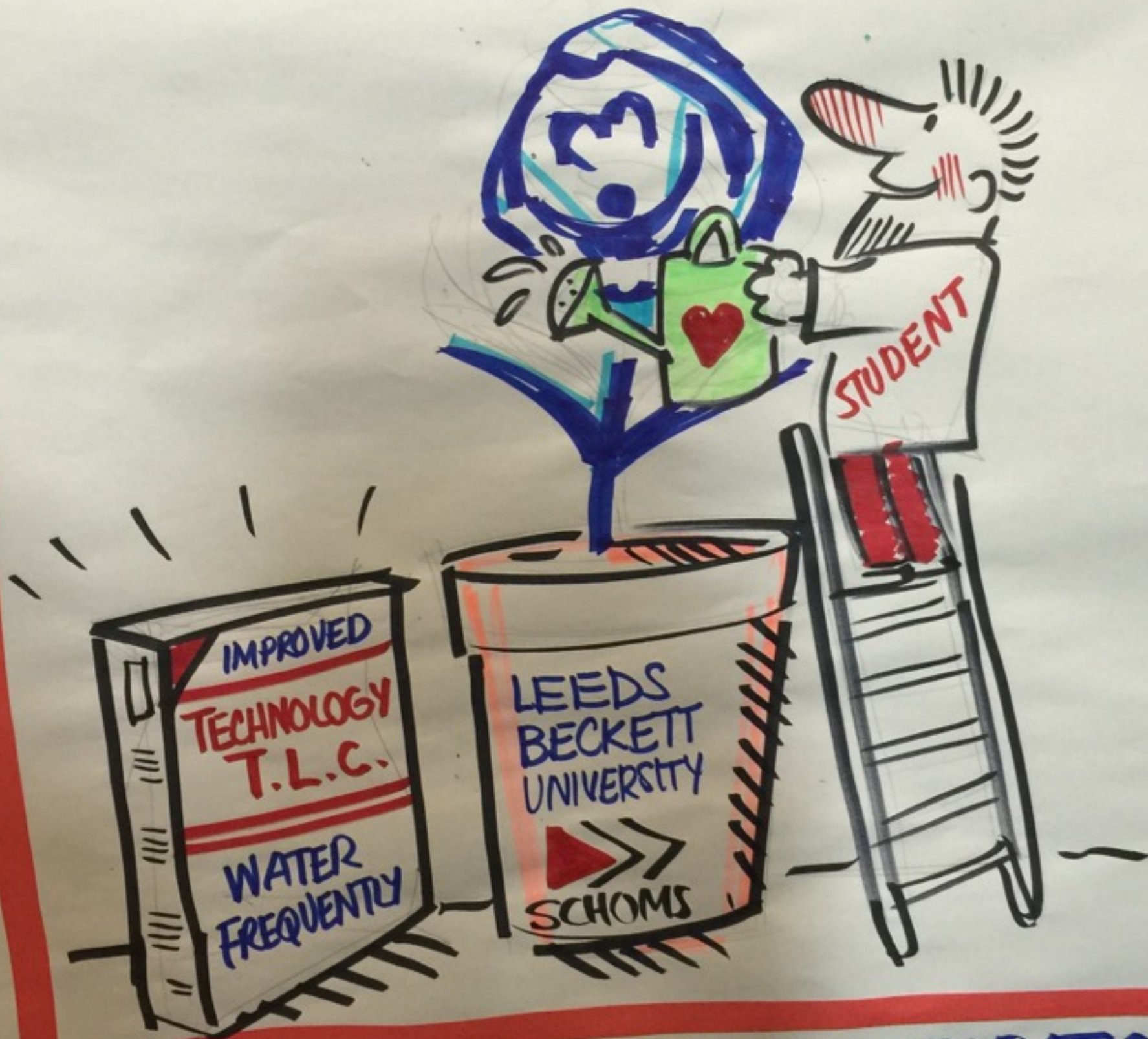
“Resistance to change is the action taken by people when they perceive the change to be a threat to their usual activities of daily living.”

Leedham (2013)





Conversation

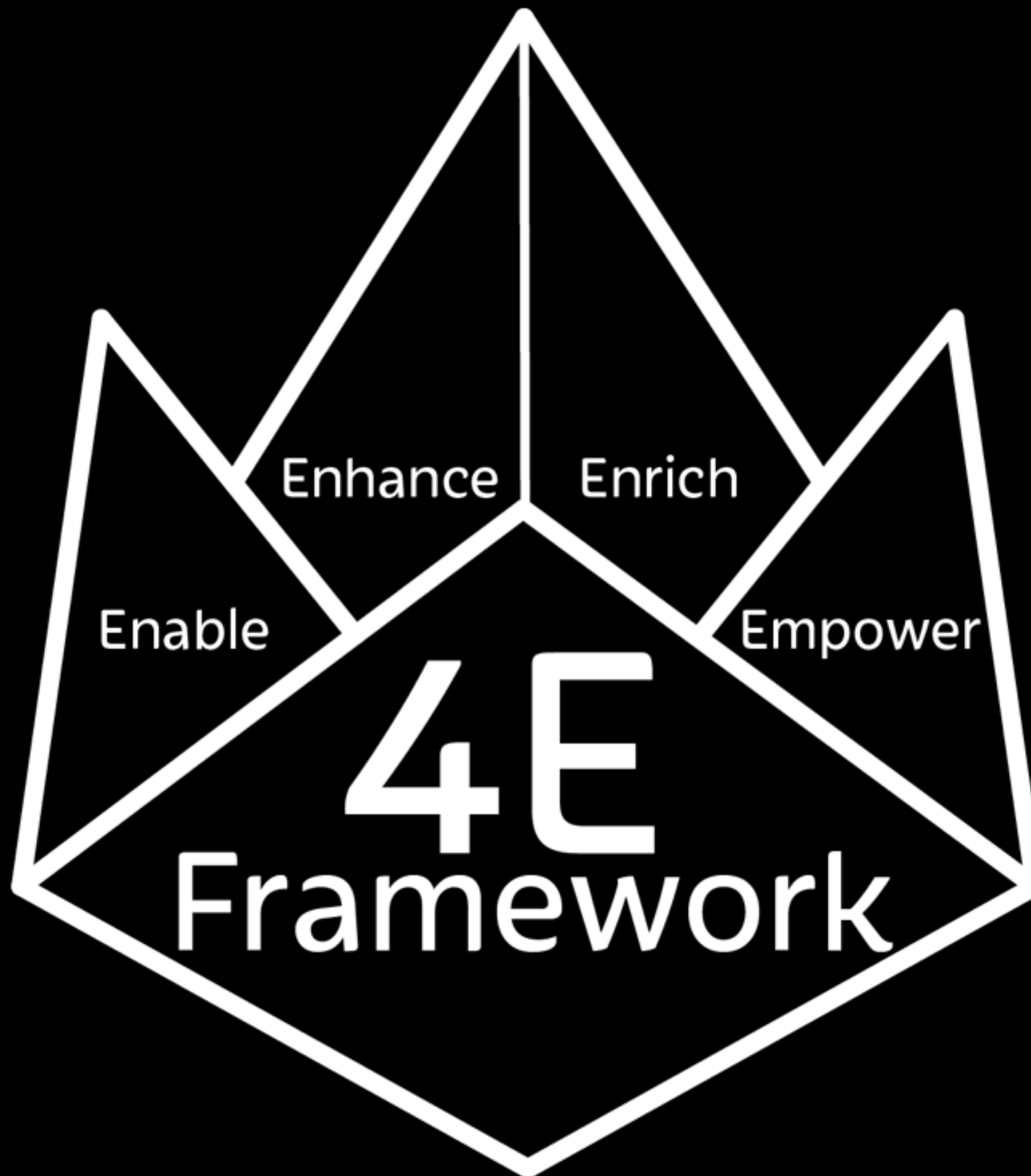


EDUCATION IS NOT JUST PREPARATION
FOR LIFE - IT IS LIFE ITSELF!

Laurillard, D. (2007) in Beetham, H and Sharpe, (6) 'Rethinking pedagogy for a digital age: designing and delivering'.

“Transformation is more about the human and organisational aspects of teaching and learning than it is about the use of technology”

Laurillard, D. (2007) in Beetham, H and Sharpe, (6) 'Rethinking pedagogy for a digital age: designing and delivering'.





ENABLE

WHAT CAN
TECHNOLOGY
"ENABLE" US
TO DO?



ENHANCE

HOW CAN
TECHNOLOGY
"ENHANCE" WHAT
WE ALREADY DO?





ENRICH
HOW CAN
TECHNOLOGY
"ENRICH" OUR
LEARNING
EXPERIENCES?



EMPOWER

HOW CAN
TECHNOLOGY
"EMPOWER"
LEARNERS &
TEACHERS?



People

Action

Impact

Impact

“If you think you're too small to have an impact,
try going to bed with a mosquito.”

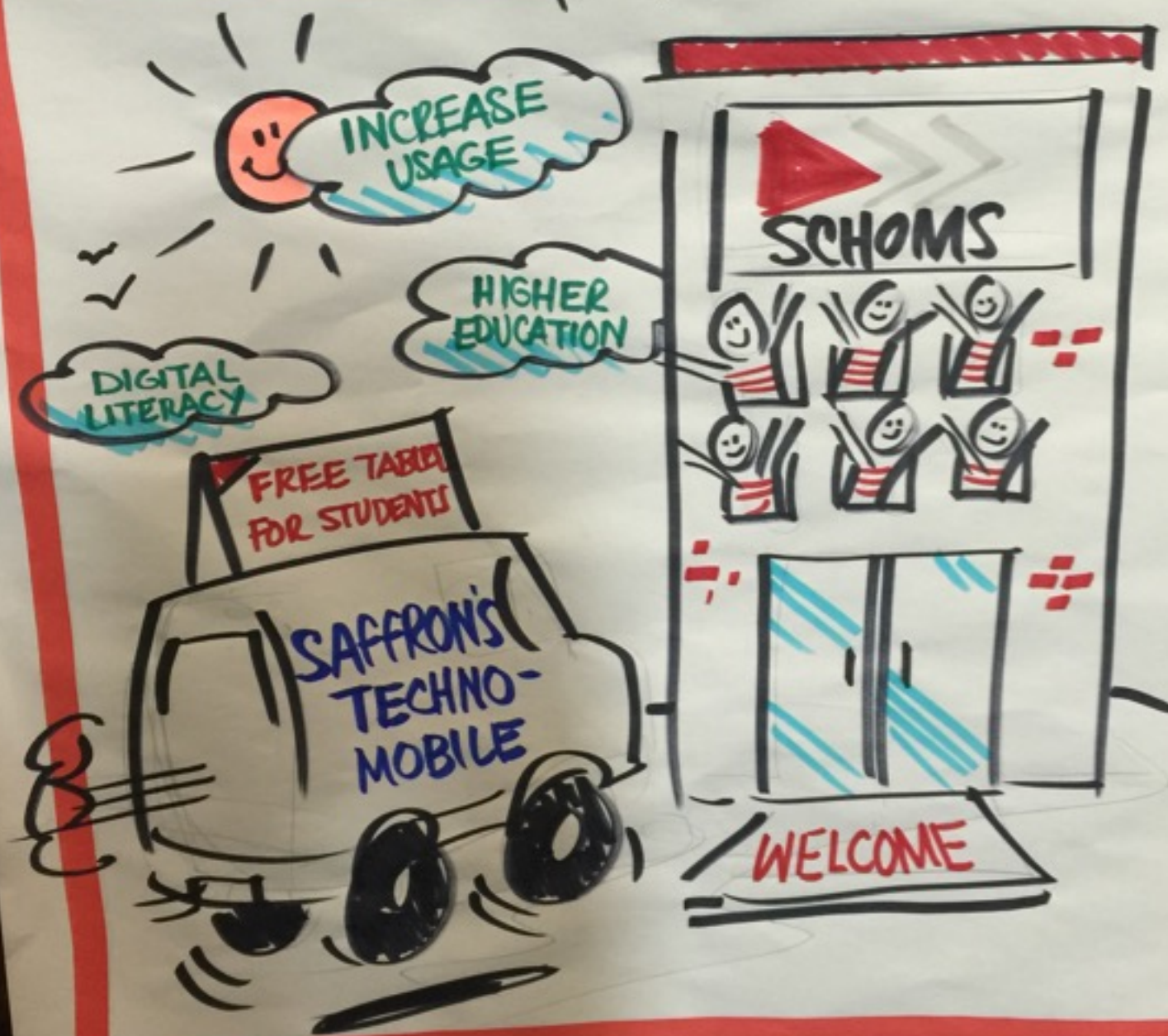
Anita Roddick

WHAT HAPPENS WHEN WE BEGIN TO TALK ABOUT.....

TECHNOLOGY



DELIVERING THE TECHNOLOGY



EDUCATION TURNS MIRRORS INTO WINDOWS

WHO WAS INVOLVED?

Phase One:

Phase Two:

WHO WAS INVOLVED?

Phase One:

- SPORT, PHYSICAL ACTIVITY AND HEALTH (L4)

Phase Two:

WHO WAS INVOLVED?

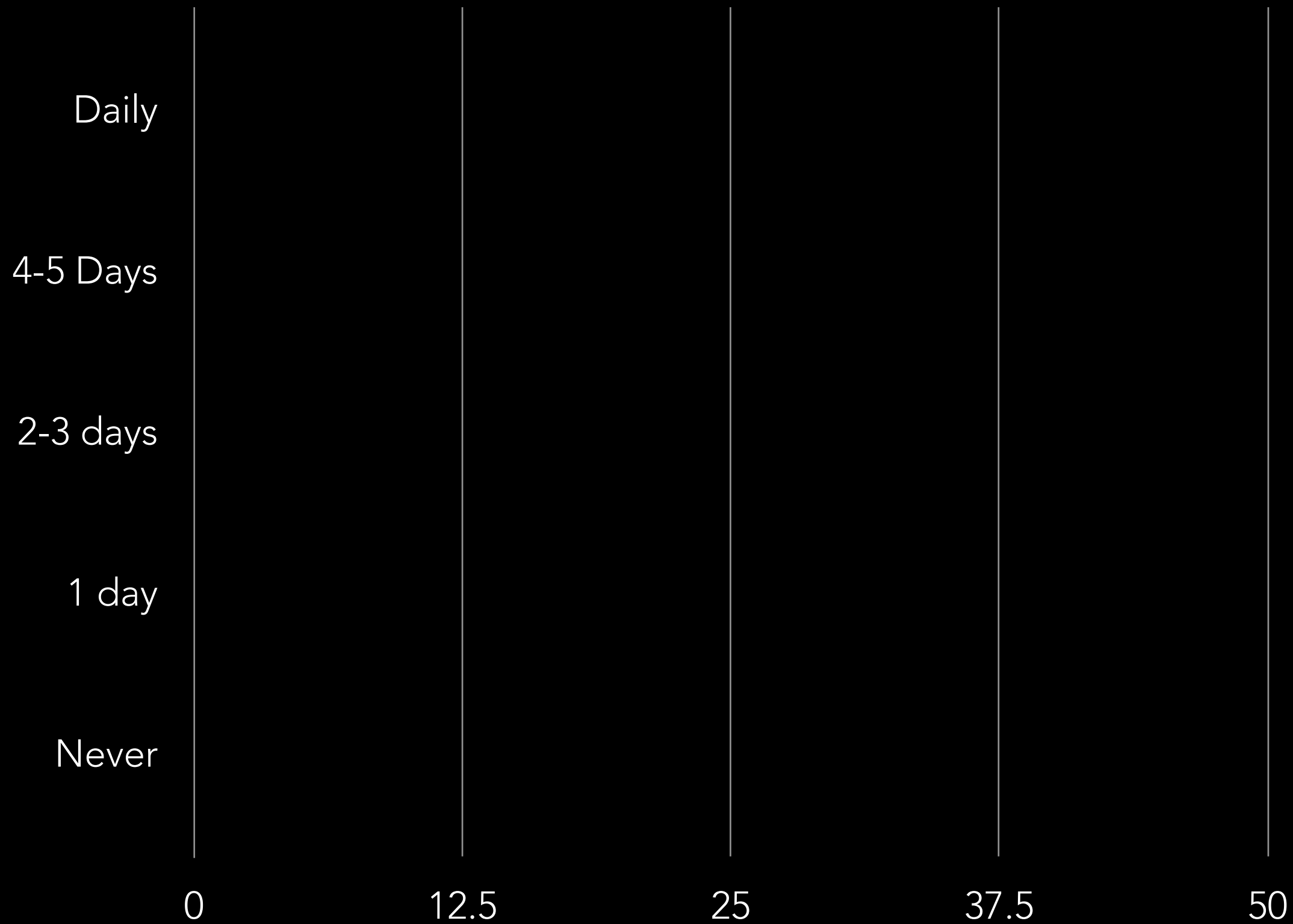
Phase One:

- SPORT, PHYSICAL ACTIVITY AND HEALTH (L4)

Phase Two:

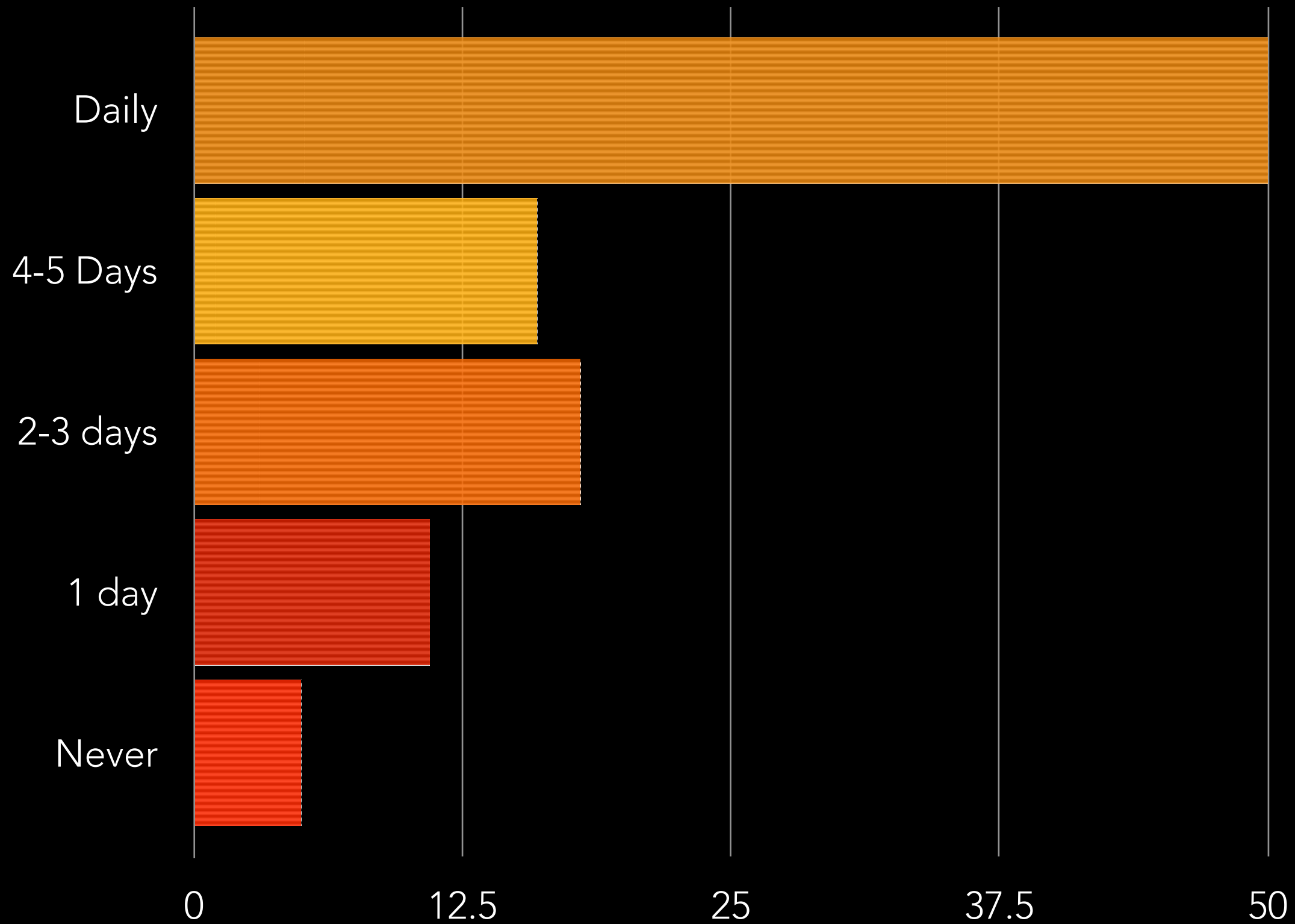
- BSC COMPUTER FORENSICS (L5)
- BA PERFORMANCE (L5)
- BA DESIGN PRODUCT (L5)
- BA EARLY CHILDHOOD EDUCATION (L4)
- BSC HOSPITALITY LEADERSHIP & MANAGEMENT (L5 & L6)
- MSC ACCOUNTING (L7)
- PGDIP LEGAL PRACTICE (L7)
- BSC PHYSIOTHERAPY (L4)
- MSC PHYSIOTHERAPY (L7)

% AGE OF STAFF USE



STAFF EXPERIENCE

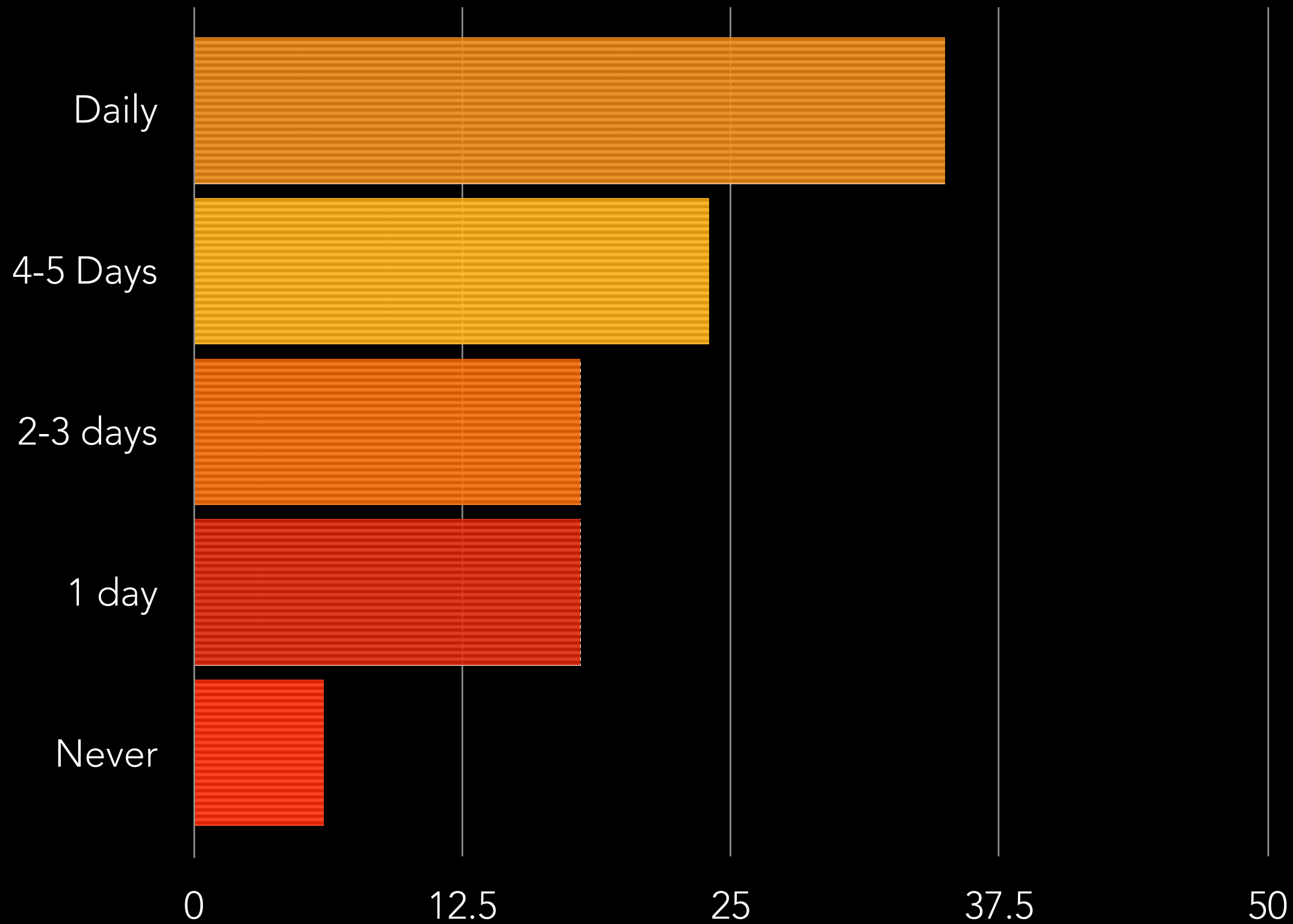
%AGE OF STAFF USE



Phase 2 Survey 1

STAFF EXPERIENCE

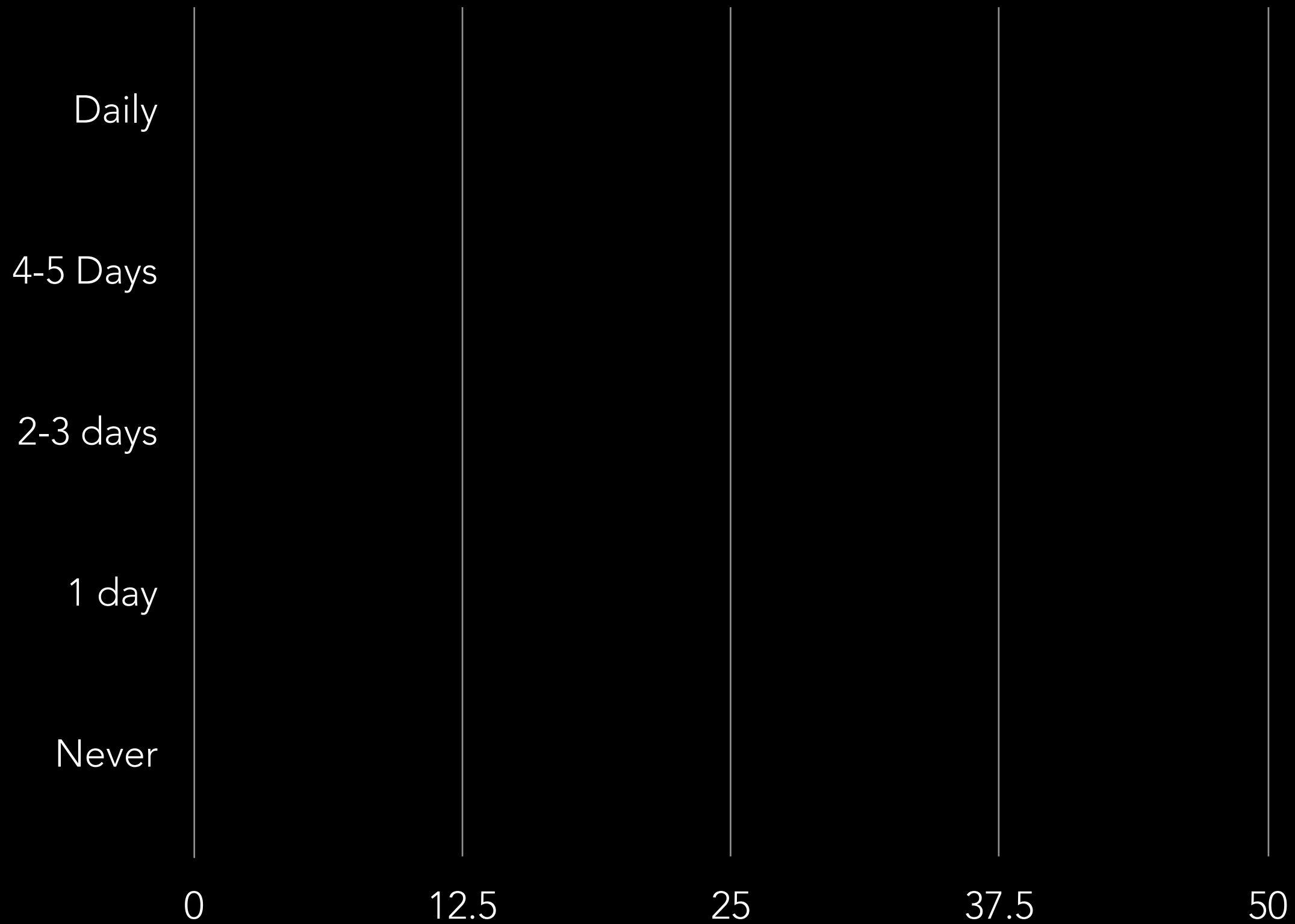
%AGE OF STAFF USE



Phase 2 Survey 2

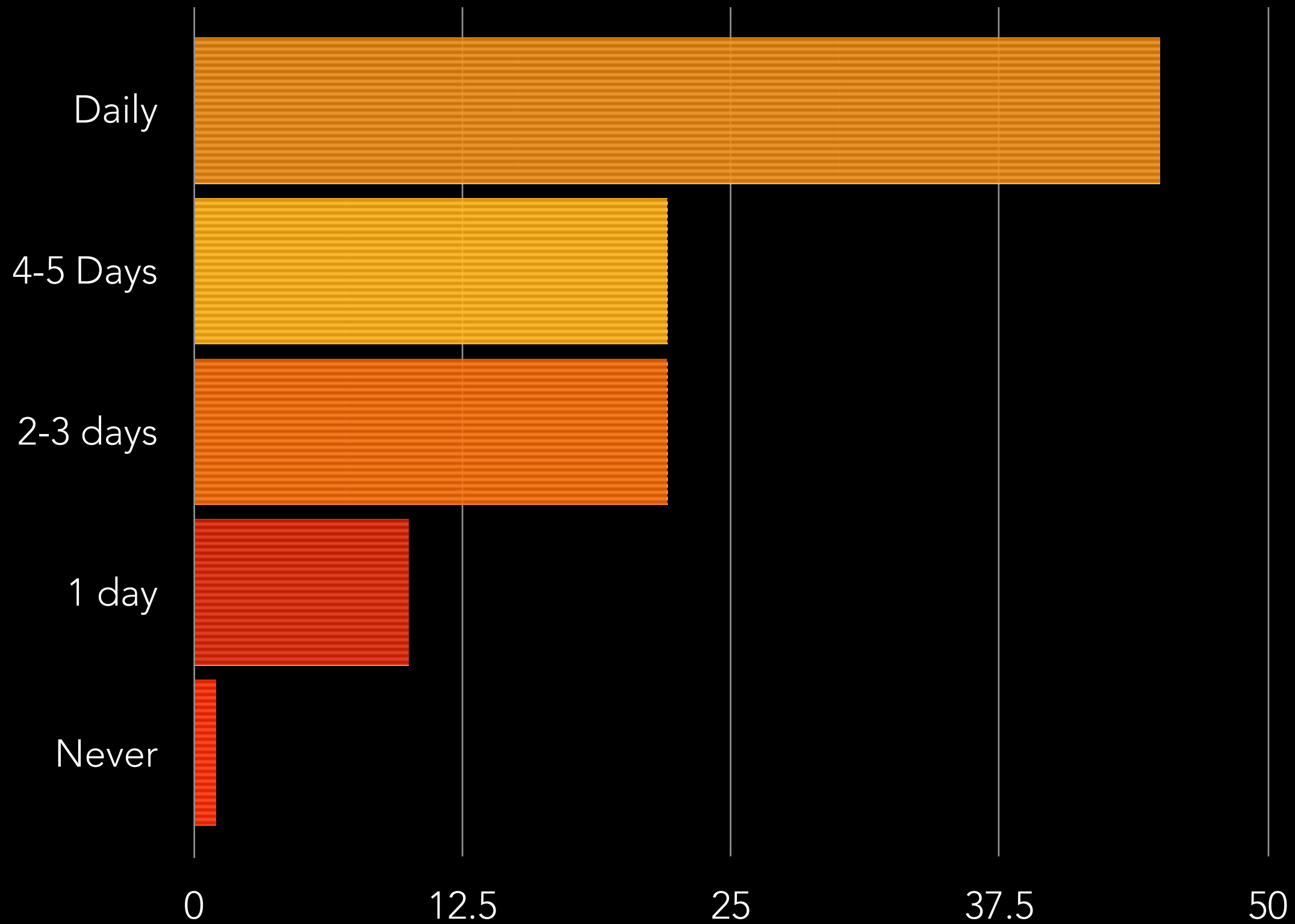
STAFF EXPERIENCE

% AGE OF STUDENT USE



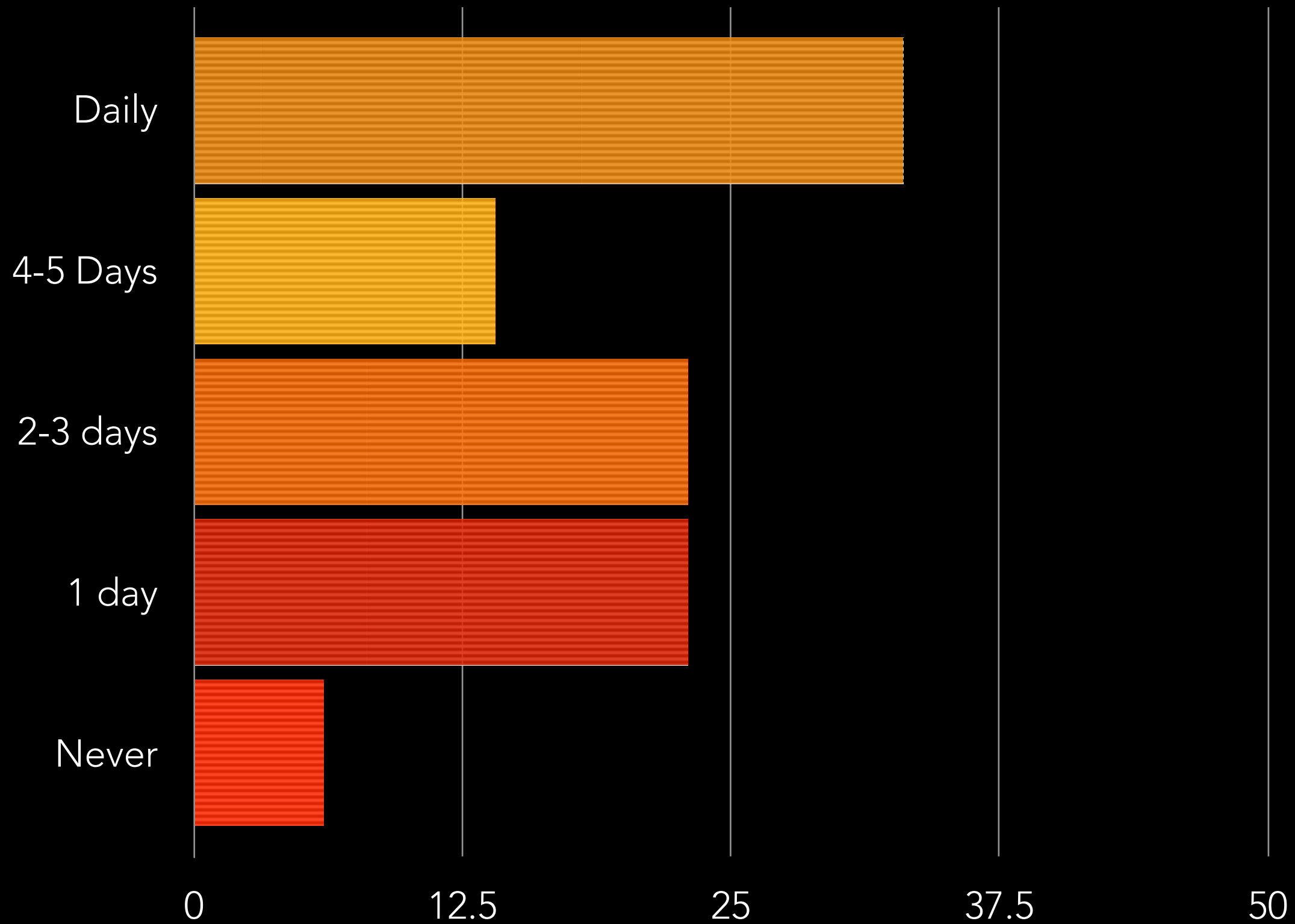
STUDENT EXPERIENCE

%AGE OF STUDENT USE



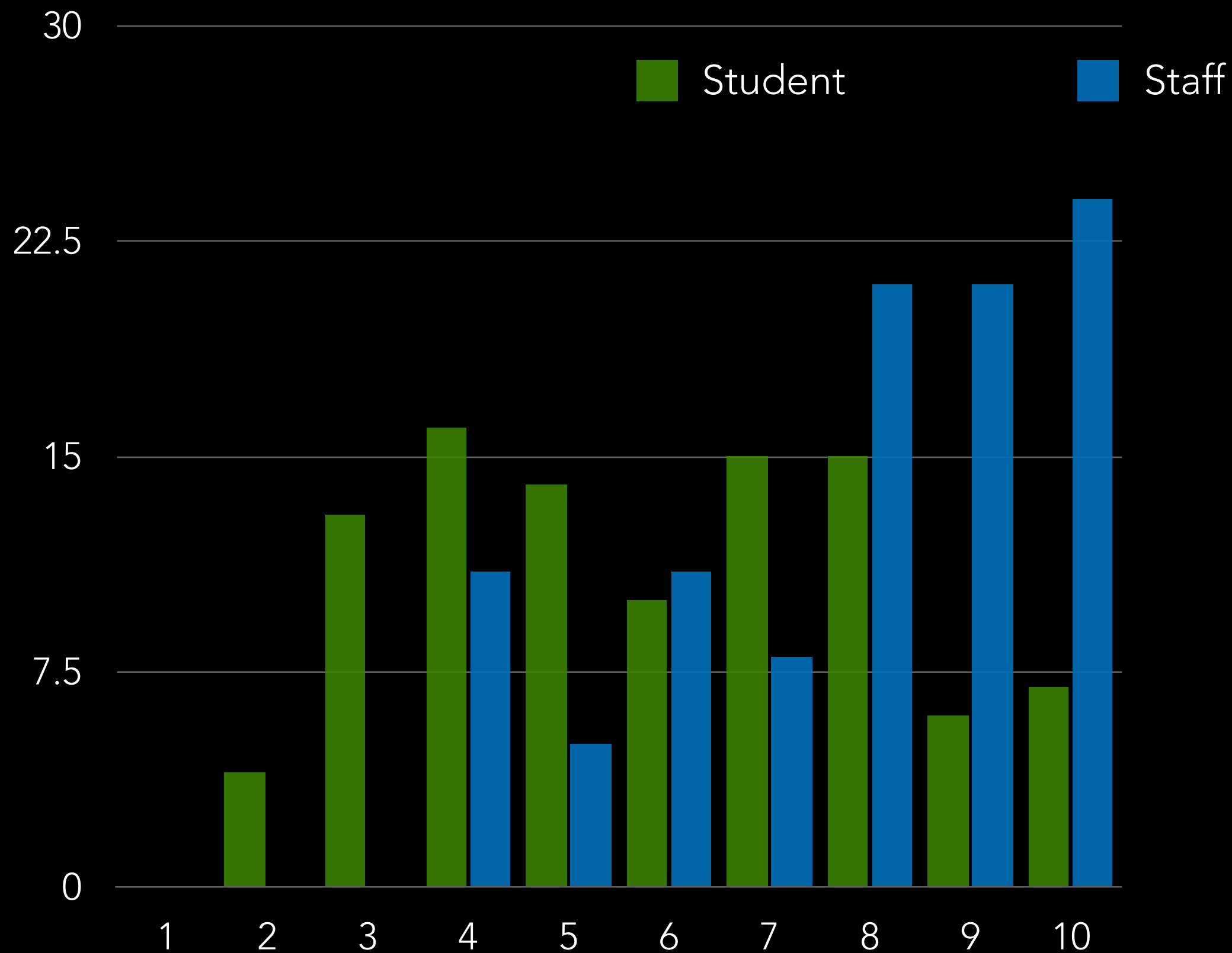
Phase 2 Survey 1

%AGE OF STUDENT USE



Phase 2 Survey 2

PERSONAL/ACADEMIC USE

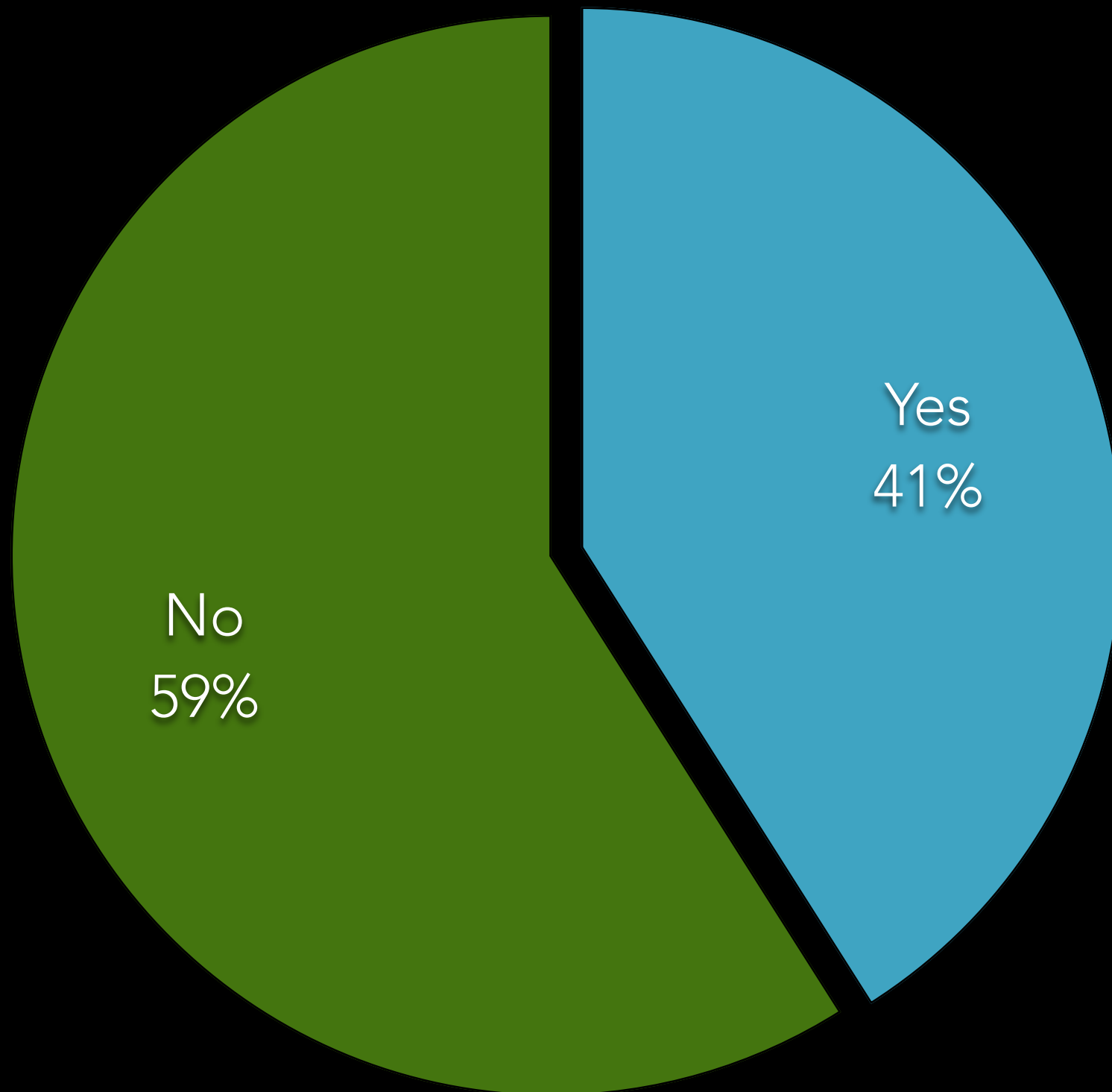


STUDENT EXPERIENCE

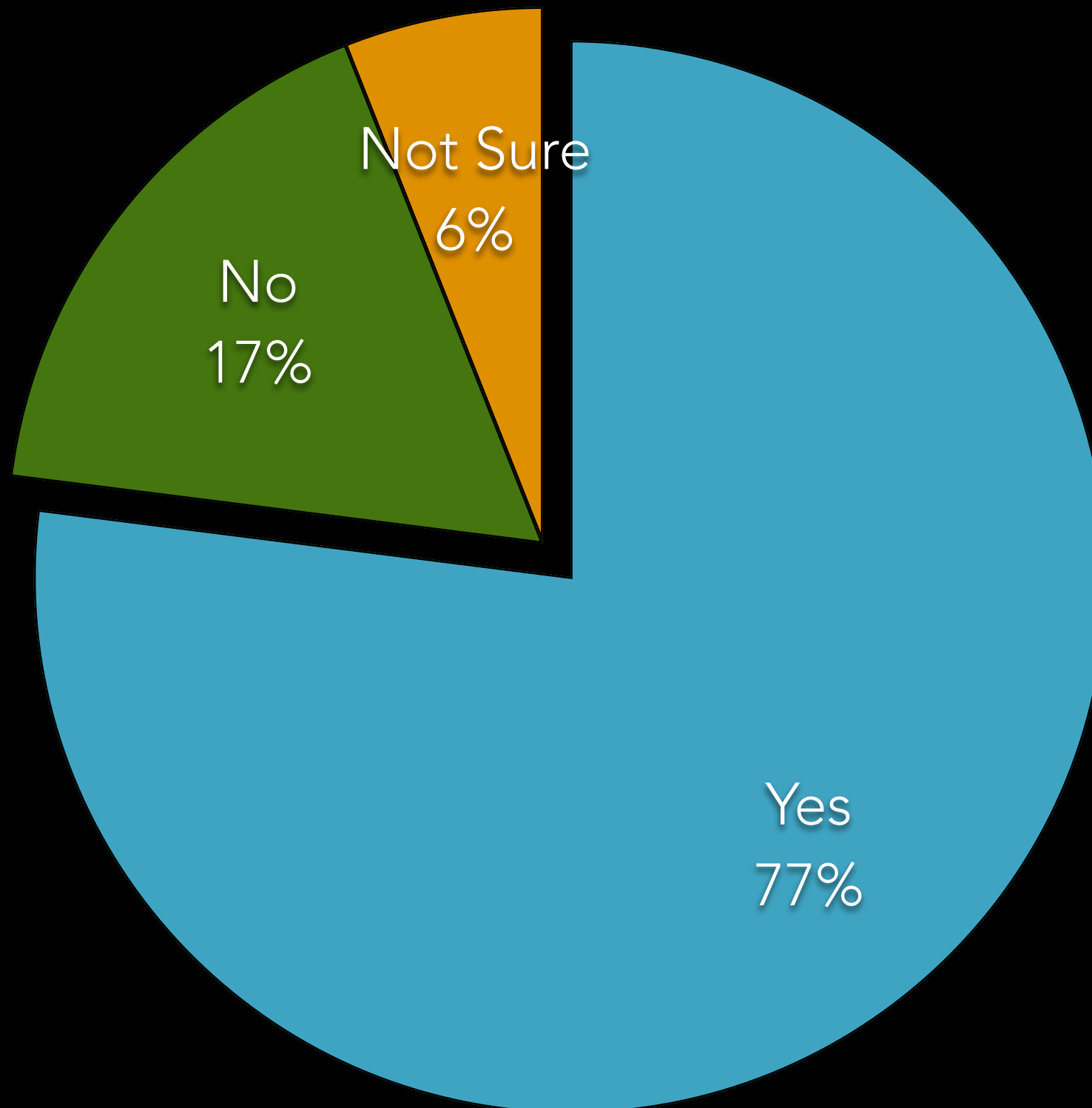
STAFF EXPERIENCE

SCALE: 1=100% PERSONAL USE / 10=100% ACADEMIC USE

HAVE YOU USED THE DEVICE
IN A TAUGHT SESSION?

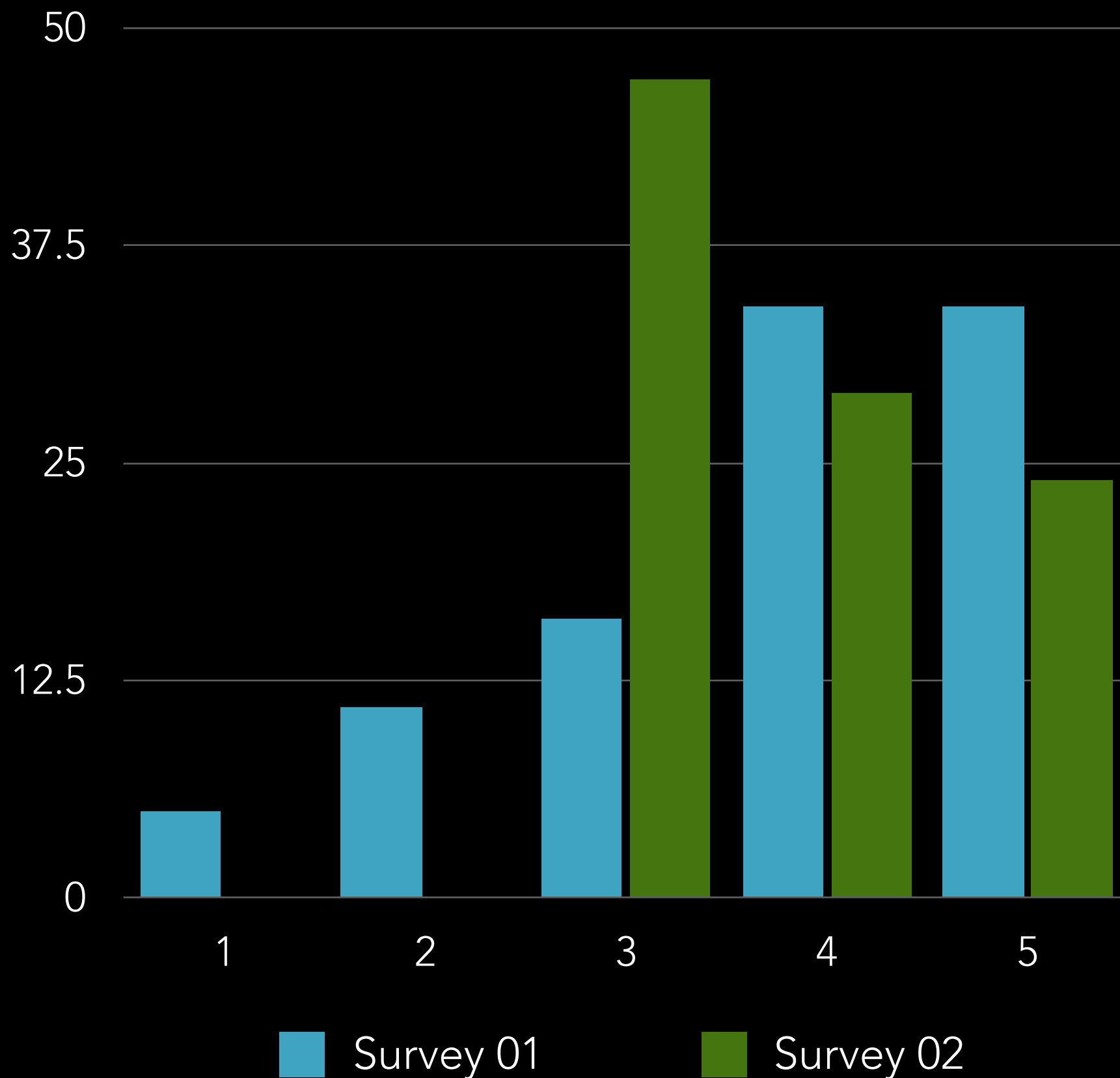


HAVE YOU USED THE DEVICE IN A TAUGHT SESSION?



HOW CONFIDENT IN USING DEVICE? (SCALE 1-5)

1=Not very confident
5 = Very confident



STAFF EXPERIENCE

ENABLE

ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

STUDENTS CAN LEARN AT A TIME OF THEIR OWN CHOOSING AND
PROVIDED THE STUDENTS WITH A MEDIUM BY WHICH THEY CAN
DISCUSS AND SHARE IDEAS

ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

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INSTANT SHARING OF MATERIAL WITH STUDENTS IN A FORMAT
THAT IS ACCESSIBLE

ENABLE

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GOOGLE HANGOUTS TO DO REMOTE FEEDBACK/SUPERVISION

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GOOGLE HANGOUTS TO DO REMOTE FEEDBACK/SUPERVISION

STUDENTS POSTING QUESTIONS/ COMMENTS/ ANSWERING
QUESTIONS/ CARRYING OUT ACTIVITIES - PROJECTED IN REAL TIME
DURING TAUGHT SESSIONS

ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

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QUESTIONS/ CARRYING OUT ACTIVITIES - PROJECTED IN REAL TIME
DURING TAUGHT SESSIONS

STUDENTS POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS
WHILST UNDERTAKING PRACTICAL EXERCISES

ENHANCE

ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

STUDENTS ABLE TO ACCESS ONLINE RESOURCES AND CARRY OUT LEGAL RESEARCH ONLINE IN CLASS

ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

STUDENTS ABLE TO ACCESS ONLINE RESOURCES AND CARRY OUT LEGAL RESEARCH ONLINE IN CLASS

SHARE DOCUMENTS AND INFORMATION WITH STUDENTS ON PLACEMENT AND GIVES THEM THE CHANCE TO UPLOAD EVIDENCE

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BIGGEST SINGLE ENHANCEMENT HAS BEEN THAT OF ACCESSIBILITY TO THE STUDENTS OUTSIDE OF THE PHYSICAL CONSTRAINTS OF THE CLASSROOM

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BIGGEST SINGLE ENHANCEMENT HAS BEEN THAT OF ACCESSIBILITY TO THE STUDENTS OUTSIDE OF THE PHYSICAL CONSTRAINTS OF THE CLASSROOM

SEEN A CHANGE IN THE APPROACH OF ACADEMICS AND HOW THEY WORK WITH NON ACADEMIC SUPPORT STAFF. IT HAS FOSTERED A DIFFERENT TYPE OF WORKING

ENRICH

ENRICH

USING THIS AS A LIVE SCREENING DEVICE / INTERFACE FOR ONLINE
RESEARCH OF ONLINE MEDIA

ENRICH

USING THIS AS A LIVE SCREENING DEVICE / INTERFACE FOR ONLINE
RESEARCH OF ONLINE MEDIA

ABILITY TO COMMENT INTERACTIVELY ON THE TECHNICAL
EXERCISES THEY ARE COMPLETING IN REAL TIME

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RESEARCH OF ONLINE MEDIA

ABILITY TO COMMENT INTERACTIVELY ON THE TECHNICAL
EXERCISES THEY ARE COMPLETING IN REAL TIME

ENCOURAGE STUDENTS TO ENGAGE WITH SESSIONS, SUCH AS
VOTING, IS A GREAT WAY TO ENCOURAGE EVEN THOSE WHO DO
NOT NORMALLY WANT TO VOICE THEIR OPINIONS A VOICE

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BETTER COMMUNICATION BETWEEN STUDENTS AND STAFF OUTSIDE
OF FORMAL TAUGHT SESSIONS

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ENCOURAGES SHARING OF IDEAS AND INFORMATION VIA GOOGLE
CIRCLES AND COMMUNITIES

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ENCOURAGES SHARING OF IDEAS AND INFORMATION VIA GOOGLE
CIRCLES AND COMMUNITIES

LEARNING BECOMES AN ONGOING PROCESS AND WE SHARE THAT
WITH OTHERS THROUGH THE MEDIUM OF SOCIAL MEDIA

EMPOWER

EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO
BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS

EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS

USE IN PROFESSIONAL / OFF SITE TEACHING LOCATIONS

EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS

USE IN PROFESSIONAL / OFF SITE TEACHING LOCATIONS

STUDENTS.....WILL BE IN A POSITION TO USE WHATEVER MEANS THEY FEEL IS BEST FOR THEIR LEARNING, BE IT AUDIO, VIDEO, OR ELECTRONIC NOTES

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STUDENTS/STAFF CAN USE DIFFERENT APPS TO DISPLAY INFORMATION, SUCH AS AN ONLINE PORTFOLIO

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BLOGGER COULD BE USED AS AN EXAMPLE TO UPLOAD INFORMATION, DOCUMENTS, VIDEOS AND PICTURES AS A ELECTRONIC STORAGE BOARD OR PORTFOLIO OF WORK

EMPOWER

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STUDENTS ARE ABLE TO PREPARE FOR WORKSHOPS WHEREVER AND WHENEVER THEY HAVE THEIR DEVICE

Where are we now?

Where are we now?

	B	C	D	E	F	G	H	I	J	
	Enable		Enhance		Enrich		Empower			
Module Title	Description	How	Description	How	Description	How	Description	How		
Management Accounting	Module site on MyBeckett	Enables students to access lecture slides, seminar answers etc.								
Corporate Finance + Law	Use MyBeckett module	Enables students to access lecture slides, seminar answers etc.								
Managing Resources for PR + Marketing	Module site on MyBeckett	Enables students to access lecture slides, seminar answers etc.								
Introduction to Accounting	MyBeckett for module	Seminar activity written feedback (solutions) available on VLE, not hard copy, enabling learning/reflection. All teaching materials used on MyBeckett site as repository (for UK and franchise). Course work released in VLE with links to other VLE resources.			Exam (summative) feedback provided via VLE	Students can see feedback question by question on their exam paper as prep for F2F meeting. This enriches their reflection on performance within the ?, question by question and not merely as a single result or mark.				
Strategic Planning and Control	Use of VLE, lecture recordings, access to CESIM business game. Use of Turnitin	All of these things enable students to access a wide range of learning materials at a time and in an environment that is conducive to their learning.	Use of CESIM business game to make classroom learning "real".	Seminar discussions are enhanced. Students can play around with the game, make mistakes, learn from the strategies adopted by their peer groups and develop their ideas.	CESIM business game - online business strategy game.	Strong focus on experiential learning. Students are able to apply their learning to a practical situation, in teams who are competing to maximise market ?? a dynamic environment.	Business game is available 24/7, can be played individually or in teams and with students based in other countries.	Students are able to interact with each other via the web and have a choice of mechanisms for doing so, e.g. team forums, chat functions etc. Give students control over how they engage with the game in terms of what, where etc.		
Financial Management (BAE11C)	Benefits of lecture recordings	Enables access remotely. Enables students to revisit lecture, in particular international student for whom English is not their first language	Access to lecture notes and all materials for the week of the lecture (or start of semester)	Opportunity to more effectively prepare for each week (lectures and seminars)	VLE includes links to business journals	Improves availability to prepare and research for seminars	Students work in groups to prepare presentations. With choice of media e.g. Powerpoint	Increases student experience in using software and delivering results as a team		
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POLL 3

[pollev.com/digisim](https://www.pollev.com/digisim)

So.....
technology may be
the answer,
but.....

.....first you
need to
understand the
question.



**Always start
with the.....**



**Always start
with the.....**

conversation

EYE CONTACT



"AT LAST WE SEE EYE TO EYE —
IT DIDN'T HURT DID IT?"

@digisim

